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E. O. VAILE, S. R. WINCHELL, } Editors and Proprietors.

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Editorial.

We learn with the greatest pleasure that the head *centar* of the Metric Bureau has made a most important and commendable move. On the 19th ult. he *dekametered* into the state of matrimony. We presume the ceremony and wedding gifts were not only metrical, but symmetrical, thus honoring most worthy, disinterested efforts in the past, and typifying, as we trust, the wedded bliss of the future. At all events, in behalf of the whole body of reformers, metric and phonetic, we heartily congratulate Mr. Melvil Dewey on this happy issue of the times when he did so often *met-er;* and we sincerely hope that all through the *sters, dekásters,* and *hektars* of life these two souls may *center met(er)*, in true metric fashion, and that their *liter* of happiness may never be any *li(gh)ter* at all, but that it may be *gramme(d)* full of joy and happiness.

The metric system, we confess, is not well adapted to such cold-blooded performances; but another interesting announcement in regard to metrical materials (forgive us, Mr. Secretary, if you can) will be found on our last page.

The recent triumph of the Bible party in the Board of Education in New Haven, Conn., has found its issue in a rather curious and bungling compromise. The subject of preparing a uniform form of devotion was intrusted to a committee of three Protestant and two Catholic clergymen. Among the number are ex-President Woolsey, of Yale College, and Dr. Leonard Bacon. They agreed, it seems, upon thirty lessons from the Old and New Testaments, and as many hymns, which might be used in the schools. However, there was a proviso, that when a third of the pupils were Catholics, they should have the privilege of withdrawing and attending worship in a separate room. In case the Lord's Prayer, one of the thirty selections, is used in the presence of Catholic children, the concluding sentence, "For thine is the kingdom, and the power, and the glory forever, Amen," is to be omitted. Whether the Board will adopt the plan proposed by its conference committee seems doubtful. The spirit of the plan seems fair enough as between the two sects who are parties to the argument. But if to adjust the matter of religious instruction to the scruples of these sects there is a necessity for such delicate manipulation, what is to be done to accommodate the consciences of the Israelites, and of the various people who pretend to be as conscientious in avoiding the reading of the Bible, as others are in insisting upon it? As citizens, are not the Jew and the Gentile worthy of as much consideration as the Romanist and the Protestant? The plan of the New Haven conference does not seem very promising.

It has become an axiom that a good teacher makes a good school, and the best school is soon spoiled by a poor teacher. It is impossible to make a good school out of *any* class of pupils, unless those pupils have the instruction of a thoroughly competent and efficient teacher. In order to obtain from the public schools those results which are desired, the teachers placed in charge of them must be well and thoroughly qualified to do their work. More than that,—the successful teacher will have a natural endowment of common-sense, and brains enough to contribute to a good intellectual culture. Without these to start with, the aspiring pedagogue would better turn to the plow, or the work-bench, though without brains and common-sense no success can be anticipated in *any* calling. At any rate, in teaching, these are simply essentials to the *effort.*

In the next place, there must be a special fitness for the work of teaching, as well as for the profession of the artist or the lawyer. Preaching the Gospel is not the only vocation to be followed in response to a "call." Let him never attempt to teach a school who is not conscious of such a spirit pervading his whole mental constitution—who does not possess such a quick, prophetic insight into the minds and hearts of his pupils—as to move and actuate him, like an inspiration, almost without his recognition—at least without his intent or purpose. To be a teacher is more than to be a hearer of recitations. The succesful teacher must possess a certain qualification which is not to be obtained from study, or from the normal school. The normal school cannot possibly make teachers of some students, because they lack originally a *genius for teaching.* We say of a poet, *nascitur, non fit,* but this is no less true of the real teacher. The poet discriminates spontaneously the finest shades of appropriateness or beauty in the use of words, or phrases, or figures of speech, and no one can define the grounds of his preferences in such a manner as to enable another to acquire the poet's skill, and so this special and primary qualification in the teacher is not capable of a definite location or an exact definition. The genuine teacher selects his language and performs his work in a manner which all can appreciate and admire, but which none can define or communicate by rules.

The WEEKLY is always glad to receive communications written in the spirit of Mr. Lowrey's letter, published in the correspondence department. With a few necessary restrictions, the columns of the WEEKLY are a free platform. To forward discussion and to arouse wholesome thought is the object of the paper. While

it has convictions of its own, which are not easily changed, the editor claims no prerogatives except that of a reasonable moderator, and no privilege except that of taking the floor at any time in his own columns. Hence, let no one hesitate to attempt to speak through the pages of the WEEKLY because his sentiments may differ from ours. Pains shall be taken to extend every courtesy to such communications. While the WEEKLY will stand up fearlessly for what it believes to be right and best, it hopes to avoid all dogmatism.

The day has been when we could have written Mr. Lowrey's letter in favor of having girls go to college. But that day has passed. Not that a change has taken place anywhere except in ourselves. Things do not speak to us in the same language as they used to; that is all.

"If college life unfits a woman for the relation of wife, it as certainly disqualifies a man to perform the proper functions of husband." Is this so? College life is a field of strife and ambition. Its tendency, its object, is to create a thirst and fitness for the forum, or the bar, or the study, or the pen. If a young lady is not influenced by these tendencies, she is to that extent out of college, and is so far protected from the influences which are to be deprecated. It is as impossible for the soul filled with college inspirations to accept the monotonous, undramatic, but momentous duties of the housewife and mother, as it is for a lawyer whose ambition has once been excited by a successful political career to voluntarily return and confine himself to the common practice of his profession. He may be every way as worthy; but the current of his tastes and desires is changed. To the self-reliance, self-assertion, and "push," which are recognized as essential elements in character, there is a mode, a temperament, which is not compatible with the highest development of matronly character. It may be that these excellences in their excessive stage, in their untempered flavor, commend themselves with peculiar force to us in youth. But as we grow older do we not place a higher value on that modesty and reserve which shine upon us with the quiet glow of our own fireside, rather than with the garish brilliance of the public hall?

In our large cities many school children have to pass back and forth daily on the suburban trains. How soon do girls, modest and retiring when they first begin their trips, acquire a business air, a nonchalance, an indifference to the circumstances surrounding them! It is hard to say that they are guilty of any actual discourtesy or impropriety. It is in their air, their bearing, that the careful observer sees anything but a desirable promise for the future.

Now we do not mean to say that college life is to be compared directly with this "rail-roading." It imparts, however, a certain amount of indifference, if not enjoyment, in publicity, a kind of "loudness" to the character, which is not desirable in our women, any more than it is in our girls.

A HINT ON VENTILATION.

THE season of the year has come when the imperative duty is laid upon every teacher to use all the hints and devices that he knows of to furnish his school-room constantly with fresh air, and at the same time to protect his pupils from the effect of draughts. To open windows at the top is not a good thing, although at times it is a necessity. Of the two evils, spending the day in a close room, or having the cold air beat down upon one's head and shoulders, the first is to be preferred, if there is any choice at all. As a rule open windows are more dangerous than open doors.

The importance of this subject is so great, and the means of ventilation in most school-rooms are so defective or inadequate, that we venture, although in another capacity we have done it before, to explain a simple device which our experience has found very useful in the want of something better.

If you examine the sashes where they join or meet at the middle of the window, you will find that the touching surfaces, or the parting-rails, are bevelled so that if the lower sash is raised, the surfaces no longer touch, and a corresponding opening is made between the sashes. If the lower sash is raised to a distance greater than the thickness of its top rail a larger opening will be made, from the fact that the glass is set an inch or so from the outer plane of the sash. By raising the lower sash to a proper amount and closing the opening below it, the outer air may be admitted with very little risk to anybody. The value and safety of this plan consist in this:—the air admitted enters with a motion directly upward toward the ceiling, and not downward upon the heads of the children. By its direction upward, and entering as such a thin, broad mass, it quickly mingles with the warm air and is diffused, even if it is not warmed, before it descends to the lower parts of the room, and thus does no harm. Of course no curtains or inside shutters must be allowed to change the direction of the current.

How shall the opening at the bottom of the window be closed? The simplest, though not the best way, is this:—Raise the lower sash and in its place at the bottom, fit a piece of board two or three inches wide, and then shut the sash down onto it. This leaves the desired opening at the middle of the window, and if the board is nicely fitted, prevents the cold air from entering directly into the room below the sash.

Every window should be thus provided. The great object is to admit a small amount of diffused air at each of many places, rather than a large quantity at one or two places.

However, with this arrangement, in order to lock the sashes, or to alter the size of the opening between them, the board must be removed from below. A more perfect plan is this:—Fit the piece of board in permanently just outside or just inside of the lower sash. The board should not reach *quite* as high as the top of the bottom rail of the sash. Upon the top edge of the board nail a piece of weather-strip, so that the rubber will press hard against the lower rail of the sash. The sash can then be moved freely without disturbing the board, while the cold air cannot enter, if a good job has been done, so long as the bottom of the sash is not elevated above the weather-strip. If the rubber is adjusted properly, any other defects in the workmanship can be remedied by caulking with paper or rags. Most lady teachers can get the boys to furnish the lumber and do the work—pieces of store boxes are always available, and nothing better is needed—while less than ten cents will furnish the weather strip for the widest window.

No better means has been found of removing air from a room than an open fire-place; and if you can keep your room warm, and keep your stove door open, even if it is a small door, you are doing more than you realize to change the atmosphere in your room.

Most of our village and city school buildings have ventilating flues. Ordinarily into these flues are two openings into each room—one near the ceiling and one near the floor. Never close the bottom one is a good rule, nor the top one if you can warm your room with it open.

Practically the builder has partly closed the lower opening for you in a way that you ought not to allow. If you will investigate, you will find that the perforated iron plate which constitutes a part of the register lessens the capacity of the opening by at least one-half. Go to work and take the whole register out entirely. Put it down cellar and keep it there. There is no danger of too much air escaping by that lower opening. You and your pupils have a right to its full capacity. Guard carefully against waste paper finding its way there, and the possibility of fire. If necessary get a piece of the most open wire cloth and tack up. But anyhow have the benefit of the full lower opening.

HIGH SCHOOL TALKS.—NO. V.

ABOUT CHARACTER.

WE take out of life that for which we came into it,—character. We may not live long enough to amass wealth or win a famous name, or call down upon us the world's applause, but we do live long enough to form a good character. We may not have grand abilities, nor golden opportunities; we may always walk the lowly paths of earth. But we have the ability, we have the opportunity, to gain that which is above all ability, above all opportunity—a noble manbood, a noble womanhood.

Character is the answer to a problem in addition. It is the sum total of all that we have thought and felt and done. Every thought, every emotion, every deed, leaves its mark. There is a fearful unchangeableness about that which is forever past. It is only the future that can be wrought into whatever shapes we will. Edison has invented the wonderful phonograph that gives back every word, every syllable, every sound that is uttered against the disk that holds its recording finger. We are speaking every day against a sensitive disk that holds a finger forever writing with unerring accuracy every emotion, every thought, every feeling that finds its way into our lives. We can not stop, we can not stay that silent finger in its course, but we can guide it as we will.

We are sometimes perplexed about that great book which is to be opened at the judgment day, wherein is the written record by which we must stand or fall. But I have sometimes thought there is no mystery about it. We hold the pen, we write the record, we make the book, and nothing can be read at last which was not set down by our own hands. We set in youth the copy that in old age we follow.

"Childhood shows the man
"As morning shows the day."

Prodigal sons may reform and lead noble lives, but the probabilities are that prodigal sons will become prodigal men. A man that is *formed* is always better than one that is *reformed*. The marks of the old life can always be seen through the new. A man distinguished in the councils of the nation said to a friend of mine not long since that he would give his strong right arm if he could forget some of the things he learned in his boyhood. Remember there is no such thing as forgetting. Whoever sows "wild oats" will reap "wild oats." No other crop is so sure as that. The crab-apple tree never sends down a golden shower of russets.

When we consider that everything we do leaves its record in ourselves, the trivial things of our every-day life become magnified into things of great importance. In character-making there is nothing little or insignificant. Everything does something. Little things do big things. It is the little foxes that spoil the vines; the little corals that build the continent. It seems to be the law that great things must be made little by little. If, as a rule, riches take unto themselves wings and fly away, they seem to stand already plumed for flight when in the hands of him by whom they have been unjustly gained. The fortune that stands is the one whose dollars have been cemented into a compact whole by the sweat of honest toil. It takes its stability from the manner of its getting. Character cannot be inherited like lands and houses. Every man must make what he has, little and mean, or great and noble, as the case may be.

Minerva may spring "full-panoplied from the brain of Jupiter," but such things take place only in some strange mythology. Grand character is not made in a day. It takes an earnest lifetime for such a work.

J. W. D.

FRŒBEL.*

IN the march of human knowledge this fact seems plain;—the birth of great ideas is attended with toil and suffering. History is filled with the names of men who "were ridiculed or stoned by contemporaries, and to whom following generations built monuments."

Nearly thirty years ago, in a German village, there dwelt a man whom the simple country folk called "The old fool," because he spent the greater part of his time playing with children. A tall spare man with gray hair and kindly eyes, and a face that attracted and won at once the hearts of little children. Such is a brief description of Friedrich Frœbel, a man who suffered trials and privations to establish what he deemed the true system of teaching;—a man whose greatness it was to live so far in advance of his time as not to be recognized while he lived, and whose work, now spreading in all lands, is a new hope for the future of our own people. His actions were often misunderstood, but his character commanded the admiration of all by its purity and goodness. Whether playing with the children on the green, or holding solitary communion with nature, he was but seeking the completion of an idea, which had its beginning in his busy brain when but a child.

He was a child of unusually quick sensibilities and keen sympathies. While he delighted in long rambles through the woods and fields, he would also spend much of his time in studying the Gothic architecture of the village church. Of this church his father was pastor, and was often in the village settling quarrels which arose in his parish. Friedrich's mother dying when he was young, he was left much to the care of his father, and so often accompanied him on these peace-making expeditions. Thus were suggested to him, week after week, comparisons between the harmony of nature and the discords of mankind. A fanciful boy's wish that he could make men quiet and affectionate took strong hold of him, and grew with his years. His uncle, having lost his only son, found an object of interest in his sister's child, while still a lad, and, seeing him most unkindly treated by his step-mother, received him into his own family. Here he remained for several years, spending the happiest days of his childhood.

Although Frœbel enjoyed a common-school education, he was preëminently a man of self-culture. His contemplation of the architecture of the parish church ripened into a taste for mathematics. He enjoyed agriculture practically, and sought to acquaint himself with the sciences, pursuing all of these studies throughout his entire life. While still studying with no particu-

*Read before the Peoria City Teachers' Institute, Oct. 12, 1878, by Miss Mina Ballard.

lar object in view, he was offered a position as assistant in a normal school, which position he held for several years. Taking advantage of a holiday, he went to Switzerland to visit Pestalozzi, then in the height of his glory. He afterward remained with him about three years, when he left, feeling that Pestalozzi's method, though carried to completion, could never reach the highest standard. With keen insight he saw that the means of acquiring knowledge were superficial, and that the true remedy for this evil was to educate children properly.

We have already spoken of his own education. He was, in all respects, self-instructed, studying not only the arts and sciences, but himself, believing that in order to understand fully the nature of the child, one must understand himself—the nature of man. He held that all women, and especially mothers, should be capable of instructing the youthful mind, and for this end he established a school for kindergartners, composed of young women who, in some degree, appreciated his idea.

His manner of stating his theories is often obscure; but one remark to his class of kintergartners may give you an insight, and the experience of many will testify to its truth. "The A B C of things must precede the A B C of words, and give to the words their true foundations. It is because these foundations fail so often in the present time, that there are so few men who think independently, and express skillfully, their inborn divine ideas."

As the poet saith:

> "Hardly have we skill to utter one of all
> The nameless feelings that course through our breast,
> But they course on forever unexpressed,
> And long we try in vain to speak and act our hidden self."

Thus we see that Frœbel desired that each child should develop its own original ideas, and not that the nature of every child should be run, like so many bullets, through the same mold, as seems to be the object of the present system of education.

How absurd it would have sounded to Frœbel to ask if a child had passed his examination—a certain grade. A child's mind was to him a beautiful bud that by watching and care would blossom into a flower of wondrous beauty. Cramming would have seemed to his pure mind a vile worm that would, in time, shrivel and destroy that plant. His instructions were like dew from heaven.

We may well pause here to consider if we, as instructors of the present generation, are pursuing the right course. We may be incompetent to discuss this important subject, but a few years teaching in our public schools will cause the most dormant mind to ask if this be true education.

The whole principle of Frœbel's teaching is based on a perfect love of children, and a full and genial recognition of their nature. The child is social—he must have companions. He is active—keep him busy. He is an artist—give him music, imitative action. He is curious—teach him to think and discover. "Here is work not against the grain, but with it." We will not pause to dwell longer upon his theories. He went on lecturing tours through Switzerland and Germany, and, by this means, several schools were founded on his plan. His own school was established at Marienthal. Here, in this beautiful Vale of the Marys', he spent many happy hours teaching children those innocent, instructive plays which have made the school indeed a Garden for Children. "Play," says Frœbel, "is the development of the human mind, its first effort to make acquaintance with the outward world. The child indeed recognizes no purpose in it, sees not the end that is to be reached; but it expresses its own nature, and that is human nature in its playful activity."

We will illustrate his idea of instructive amusement. The child's first "gift" is a ball, the second a cylinder, a stepping-stone between the sphere and the cube, which is the third gift. The passage from the solid to the surface is approached in the oblong blocks, into which the cube is divided. The seventh gift is a series of tablets, and the interlacing slats of the eighth mark the transition from surface to line. Finally, in the occupation of pricking paper with a pin, the child reaches the point. From the solid, which is concrete, he has passed to the point, which is the abstract. "He has broken the first little foot-path of human thought. It is the highway to all philosophy." Many of the plays are conducted so as to acquaint the children with the habits and lives of animals, that page of the book of nature always so attractive to them. In addition to games, Frœbel taught them the privileges and uses of a judicious government, by establishing wise rules and regulations, to be carried out in connection with their school-life;—thus fitting them for future useful citizens, instead of lawless outcasts, who regard all law simply as restraint.

All who have any acquaintance with ordinary school methods will appreciate the chasm which separates them from Frœbel's ideas; will understand better than he did, in his worldly simplicity, the opposition, or "indifference more deadly than opposition," which continually met his efforts. Few understood his plans—could perceive their practicability. He had many believers, and a few devoted friends, who aided and cheered him through his life-long work. Had it not been for these he might have despaired of ever accomplishing his cherished plans. However, "in the very consciousness of a glorious action, there is a certain reward; the immortality of glory is not a thing to be despised by one who is himself mortal." But no doubt a small measure of the attention and praise his system is now receiving would have greatly encouraged and sweetened his labors with a cold, unsympathizing world. Still one is never left entirely without hope.

> "So may the seed which hath been sown to-day,
> Grow with the years, and, after long delay,
> Break into bloom."

And who knows, but that some such inspiring thought may have been one bright ray, cheering him ever onward! But he did not live to see the clouds that obscured his horizon clear away, and to behold the dawning of the day now at hand. His seventieth birthday was celebrated with great rejoicing. But the blow he received, when the government prohibited the establishing of all kindergartens within Prussian domains, proved his death-blow. Two months later, the man who had ever labored for others, and whose whole life was spent in want and hardship, that others might be blessed, passed away.

"But now truth has a hearing, and has dipped her pen in the sunlight, and written in clear blue" the name of Friedrich Frœbel high among the list of Christian educators and philanthropists. His tomb is composed of a cube, a cylinder, and a sphere, and "on the cube, which serves for a pedestal, they have graven his own sweet words, 'Come, let us live for our children.'"

—Some Arithmetic.—A man met a Burlington boy walking toward town on the Agency road, eating an apple. "How many apples have you?" asked the man. The boy replied: "One-half as many apples as I have eaten, added to twice as many as I am going to eat, less five that a bigger boy took away from me, divided by two-thirds of the number that I dropped in the orchard when I saw the dog, plus six which I ate on the orchard fence before the man saw me, will equal one-fifth of all I tried to get." How many apples did he have?

ON BRAIN FORCING.

[From *Brain*.]

QUALITY, as I have said, cannot be had for the asking, it is fitful in its growth, and often born out of due time. It should be favored by the continuous inheritance of culture, but the mode of its epiphany lies in the same darkness with that developmental nisus which lies behind the advance of life upon the globe. Inherited, as it doubtless must be, yet its arising cannot be foreseen in the span of human generation. In the past it has more often burst forth from obscurity as the Greek and Arab from the Orient, the Roman from the Latin, the Pisan, the Genoese, the Venetian from Byzantium, the Tudor English from the England of Lancaster and Plantagenet. Men of high quality do not seem, even generally, to have sprung, like Pallas, from the brain of their fathers, but conceived in the dark womb of time to have lighted upon, the world in companies. How then education, by taking thought unto itself, is to breed or make men of great initiative is a hard question. It seems clear, however, that it is not to be done simply by the wedding of brain to brain but that for its generation may be needed some barbarous and even gross admixture, some strange coition between the sons of God and the daughters of men. But that which they who govern education can do, is to give to genius and to character a free way for expansion and action. We cannot make such a man as Edwards the naturalist of Banff, and the more sad is is that such men when born to us are too often maimed or driven by circumstance and their gifts despoiled. That many mute inglorious Miltons are buried in our churchyards, I venture to doubt; the fire of a Burns is not easily hidden under a bushel, but some smaller lights may thus be quenched, and the best of such men, like Burns himself, may be thwarted or broken in heart. Some may aver, and not without seeming of truth, that trial is to genius as the furnace to noble metal. But surely, this world will always offer to its children a front stern enough for their chastisement, and a law hard enough for their contrition—there needs not the imposition of fetters of ours, nor the devices of our caprice or austerity. One born before his time, in the inertia of his own generation, will find resistance enough to try his steel. Moreover, as I have said, great quality of brain may not be associated to high tension, and a moderate resistance may be fatal to achievement. A man may not be a Luther, a Cromwell, or a Knox, but he may be a Melancthon, a Cranmer, or a Wishart, and in favoring days may do the work which was done by the former in virtue of high tension as well as of genius. It is too certain, on the other hand, that by stress of circumstance zeal may be turned into fierceness, reason into tyranny, and strength into brutality; it is well therefore, we should see that in our scheme of education we are mindful of two things:—First, that we secure some perfect freedom for the individual and toleration for all opinions, and this must be done partly by the repeal of all legal privilege and partly by the gradual enlightenment of societies; secondly, that in our scheme of education we give the means of it to all, and full play to individual gifts—not promoting a dull uniformity, nor pinching back the buds of mental growth; nor, on the other hand, forgetting that as great men often appear in unpromising times, so great gifts in the individual are often long in showing themselves. The early dunce often ripens into the later genius. I find this late unfolding of greater gifts, though by no means universal or perhaps even general, yet is so common that as a teacher I have schooled myself into much sympathy with dunces. An observant master may detect the pushing germs beneath the immobile surface of his pupil's mind, but such masters are rare, and perhaps nothing is lost by leaving their quickening to kindly time. Our duty is meanwhile not to harass or exhaust the brain prematurely by anxions culture, by stimulant or by systematic forcing. Few men can look back upon their early companionships without seeing, with a feeling akin to surprise, how the race has not always been to the swift, nor the battle to those who were strong.

"Another race hath been, and other palms are won."

Quality of brain, then, cannot be made nor forced; consisting, moreover, as it probably does, in added ganglionic and commissural structure, it, like all more complex growth, will be late in the bud and later in the bloom. And in pointing this out it must be remembered that we are speaking not only of the rarer forms of genius, but also of character—of that which gives to each person his individual color and value. Quality of brain may, however, be lost if it is not invigorated and impelled by a strong breeze of nervous energy; nay, as in the case of the late Sir James Simpson, dauntless and inexhaustible nerve quantity may so elevate the spirit and so strengthen the hand as to clothe the individual with a power beside that of genius itself, and urge him to work which will win the undying gratitude of men. Now happily quantity, unlike quality, of brain force is much under the power of education. Quantity may be conceived as lying partly in the bulk of the nerve cells themselves, and partly in the volume of their vessels; partly also in the virtue of the blood itself. It cannot be forgotten that the health of the brain and nervous system, upon which the abundance of its fruit depends, is closely related to the tone and activity of the rest of the corporeal frame. The volume of force issuing from the brain is largely dependent, for example, upon the power of the stomach and allied viscera, upon the power of rapidly digesting and assimilating an abundance of food, and of breaking up and excreting spent material. A dyspeptic may well have nerve force of high quality, and of high tension; but I never met with a dyspeptic whose nerve force welled continuously forth. Like Brougham and Cavour, men of great power of continuous work have usually been large as well as sound eaters. A "hard-headed" man is also a hard-bodied man, and the national history of Europe is a long display of the successive triumphs of the men of colder over the men of warmer regions; of the hardy, lusty and hungry races over the softer, more indolent and more abstemious. Northern drunkenness is a survival of Northern feasting and Northern prowess; and the hearty Bishop of Peterborough touched a deep truth when he said he had liefer Englishmen to be drunkards than slaves. It is quantity, then, rather than other conditions of nerve power, which is favored by "physical education," quantity, without which quality may flag; but quality is also indirectly increased, for quality is born doubtless out of the fountains of quantity. If it be true that the sons of genius are often fools, the explanation may be that the parent has spent his great fortune of intellect and passion, and transmitted to his offspring a sapless and atonic brain. It may be true also that as from the lesser robustness of women the streams of vitality in them are more slender, and less perennial, so the buildings of higher genius in them are fewer and less fertile. The weaving of the higher thought and emotion is found in our experience, even of individuals, to be especially exhausting, and apt, therefore, to alternate in its function with hours of indolence, and even of depression. The greatest master cannot be unconscious of these tides in his creative work, and the lesser, seeking relief and distraction between whiles, drifts into the "Bohemian." To secure then quantity of nerve force directly, and quality indirectly, the encouragement of bodily vigor and sturdy grain is fundamentally necessary. Without wealth of bone and blood, volume of nerve force will dwindle, and the rarest quality may fail of proof, or lose its splendor. Before women can hope to do hard and high work, sense must expel sensibility, and school-girls must cease to walk out in a row, to veil their faces, to wear stays, and to eat delicately.[1] Nay, if a certain ruggedness be not foreign to mental strength and growth, it may be that women, as a class, if they will excel in originality and endurance, must cease, as a class, to seek after the charms of daintiness and sentiment.

I am not therefore of those who think that the love of athletics is as yet in excess. Here and there men may expend in the hunting-field or on the river that which should have been given to their tripos, to their profession or to their country; yet this at worst is but an individual loss far out-weighed by the impulse given to the hardy, hungry vitality by which the nation thrives and its general volume of nervous force is augmented. Again, it is an old truth that in youth production and growth or development are in a measure opponent. The gardener, the stockbreeder, the trainer all know this and act upon the rule. The spontaneous and equable play of all sides of life favors growth and tone, but to enter the colt for the race, to bloom and seed the young plant or to put the young male to the stud is to stint their growth and to exhaust their vigor. Precocity is gained at the cost of feeble maturity and early decay. And yet can the young brain grow, cell add itself to cell, and fibre knit itself to fibre without work and play? Can the slack sinew be braced, or the muscle which is idle be increased? To this I would reply that the activity which feeds the waxing strand and ganglion is rather receptive than productive.[2] It is easy to forget how the child and the youth drink in knowledge and virtue imperceptibly as the green leaves spread themselves and feed upon air. By an equable tide flowing in from every side, by the channels of the senses, by the universal surface of the skin, the inner chambers of the nervous system are expanded and stored with riches for future profusion. The mischief done daily by calling upon the unripe brain for productive work, for original composition,[3] for competitive examinations, for teaching and even

1. In the Girls' High School at Leeds, a well-manged school in many respects, the girls are at work from breaktast to dinner and after dinner, with no interval for digestion, till four—for much of the year, that is, during all the daytime. Their cheeks know not wind nor sunshine.

2. That receptiveness of brain, its play and its productiveness are but various degrees of function I do not forget, but few differences of degree are more clearly distinguishable.

3. I believe in many schools mere children are ordered to write "original" essays on set subjects.

for preaching, is calamitous, and the evil is increasing. The impatient examinations of young children are as injurious and as foolish as the searching of the roots of the pushing plant. Cram again is that which secures the immediate production of brain results rather than the growth of the brain itself, and it must be thrusting itself upon the vision of all but the moonstruck, that young men who are prize-winners at the ages even of eighteen or twenty years have too often spent their brains before the natural yielding time. Too often the star of his year is quenched ere his course be well begun, and if his life be not thenceforth a failure it may fall far short of its early promise, and the brain which might have been year by year more flexible, more potent and more enterprising is warped, stiffened and staled. Such young men are now sent into the world in numbers, with minds orderly, trim and garnished, but without *élan* and without initiative—admirable clerks and formalists—but as men of action spoiled for ever. Pupil teachers again present a curious subject for observation, and a sad one. Called upon as children to teach children their brains turn backward, or stop at the stage they have attained, and the living stream of thought is congealed into a dead dogmatism. Their minds, no longer open to the dew of knowledge from above, are bent to the work of churning vapid juices for yet callower nurslings. Nor is this all: the striving and jaded brain sucks the kindly saps from the rest of the body, and the weaker sex more especially tend in their years of puberty to become pallid and enfeebled, or to break down altogether between the rival claims of mind and body. Other cases, of which my notebooks are full, are those in which brain power is run low in youth by the untimely pressure of business and of heavy responsibilities. A father dies, leaving his son, aged twenty or less, to carry on a large business, to pay his mother and sisters out of the concern, and to educate his younger brothers. Staunch to the backbone the lad throws himself ardently into life, carries at twenty years the burdens of forty, pushes onwards upon excitement and in ignorance of the mischief doing, labors for a few years or more according to his stores, and falls to pieces ere middle life is reached, and when his powers should be at their best. We label their cases "dyspepsia," "nervous debility," "mental disease," and the like: I refrain from giving scores of them. But most disastrous, perhaps, of all means of dissipating the stores of the unformed brain are the preaching tasks of the theological colleges, and especially of the Nonconformist colleges. These colleges are filled with young men—ambitious, of generous impulses and fervent temper; and their teachers, as seems curiously true of schoolmasters as a class, are utterly unconscious of the existence of the science of physiology. These hapless lads are not only spurred on to intense and prolonged study during the week, but are called upon to preach. I do not mean that they are merely taught to use the voice and gesture which are the instruments of oratory, but they are actually set up to address congregations of people. I will say nothing of those hearers who find edification in the raw dogmatism of an undergraduate, or spiritual increase in the forced and jejune exhortations of striplings to whom spiritual experience is yet unknown; but I will say of the prentice preachers themselves that the system is immeasurably cruel. A luckless youth is forced to heat the yet empty chambers of his brain, and to forge false thunder therein at an age when he needs rather to sit at the feet of wisdom. Space forbids me to give instances from my books, but the facts are open to others as to myself. Men whose steps are faltering upon the very threshold of the ministry come to me lamenting that the hope and the fervor, the peace and the joy of their initiation have fled, and in their place are listlessness, weariness, confusion of mind—nay, even satiety and disgust. Their teachers urge them to drown their reaction in more work, and in unhealthy self-examinations. Pallid, dyspeptic, peevish, sleepless, disheartened, many of them creep into orders to come in later years to the physicians, almost cursing themselves because their labors are unfruitful, because they cannot sit down to think nor stand up to pray. The explanation is too clear. The brain has been forced, and has borne insipid fruit out of due season. It may never recover its tone, or recover it only after a long season of rest. It is sad to think how many young ministers have come to me alone with such a history—men otherwise of promise, but whose best efforts have been but as the crackling of thorns under the pot. We do not realize how long a time the exhausted brain takes to recover itself! A young physician may boldly tell the overtaxed merchant or student to take three months' rest; but probably three months must be added to that, and even six months again to the sum before any degree of stability is regained. It is nearly always true that a case of brain exhaustion needs what may seem a disproportionate time to get well. Repair in so delicate an organ is slow, and we know that gardeners and breeders would rather start afresh with young stock than nurse round specimens which have been checked. Yet Englishmen are courageous and endduring, and many fight into the ministry without consciousness of harm. Nevertheless, I would ask concerning even these if there be found in them any lack of quick and exquisite thought, of keen and catholic vision, of deep and tender passion; or if there be in them any delight in phrases, and any shrinking from realities; any bondage to convention and prejudice, any blenching from the service of perfect freedom, whether the forcing and hustling of their brains in earlier life have not straitened their conceptions, and checked their mental sweetness, freshness and enterprise.

PROFESSIONAL FACETIÆ.

—A would-be teacher in Oconto Co., Wis., wrote "*them* are a verb," for the parsing of that word in the sentence: "The evil that men do follows *them*." Another gave the Amazon as one of the tributaries of the Mississippi river, and Borneo as one of the largest of the West Indies, and the principal parts of sit as sit, sot, sot.

—The Wisconsin school laws require candidates for certificates to be examined in the constitution of the United States. The Superintendent gave the question, "How may a bill, introduced into Congress, become a law?" One young aspirant wrote: "A bill may be introduced into congress through the postoffice."

—A smart little girl asked who was Mrs. Grundy. The teacher answered that it meant "the world." Some days after the teacher asked the class, "What is a zone?" After some hesitation, this bright little girl replied, "It's a belt around Mrs. Grundy's waist."

CORRESPONDENCE.

SHALL GIRLS GO TO COLLEGE?

To the Editors of the Weekly:

While I endorse heartily the first paragraph of your article on "Higher Education of Women," the remainder is so incompatible with my own observations and the opinion derived therefrom, that I ask your forbearance in entering my protest against it.

I entered the University of Michigan when the opposition to women in pursuit of college education had not subsided entirely there. I came from the East, where the same prejudice was strong. Long before I finished my course of study I saw all opposition silenced by the confutation of the auguries of objectors. The demeanor of the ladies in my classes for four years materially changed my opinion also. Instead of the vulgar monstrosities which my imagination had pictured, I found in the persons of the fourteen young women of my class, nothing wanting in the womanly graces on account of their surroundings. In fact, no one could fail to observe that in the majority of cases, a liberal education enabled them to discern more clearly the distinguishing qualities of their sex and that they cultivated them more assiduously in consequence thereof.

I have no recollection of the "hollow cheek," but rather of the flush of health above the average. No "affected abstraction" was discernible, but a modest perspicuity of language which revealed to us that our complements were capable of grasping the intellectual as thoroughly as ourselves. Indeed, that "intensity of action, speech, and thought" was exhibited, which is the natural enthusiasm of a mind, be it in man or woman, impelled by a thirst for knowledge." I am satisfied that there are no just grounds for the assertion, that the young women in our universities are not impelled as much "by a thirst for knowledge" and "by a substantial ambition" as the young men in the same institutions.

Whatever in a college course conduces to make a young lady less womanly, tends equally to make a young gentleman less manly. If college life unfits a woman for the relation of wife, it as certainly disqualifies a man to perform the proper functions of husband. If we could have in every household a father and mother who were perfect encyclopædias of all "that is wholesome and wise and good," there might be some arguments for educating young women—and young men also—exclusively at home. But so long as this is not attainable, the reform of our social evils, and follies and advancement of civilization require that we encourage every young person to obtain all the higher education that circumstances will permit in institutions established for the purpose of directing young minds in the paths which lead to a knowledge of the laws and history of science and humanity, and consequently, to a knowledge of their relations to their Maker and their fellows.

CHAS. E. LOWREY.

DECKERTOWN, N. J., Oct. 23, 1878.

"THE SAUVEUR METHOD."

To the Editors of the Weekly:

This method is mere object teaching. One or several objects are brought up before the class, and by proper questions and manipulations the mental faculties of the children are aroused, set in action. The child is in this way induced to derive for himself certain ideas about form, size, material, color, use, etc., of the object. He will himself express the so-formed ideas in the foreign language by using the words he heard in the question. This method is based on the use of the five senses and the reasoning faculties, and will

give in this way real education. It is liked by young and old, because it is full of thought and life. What does the old method do? It gives for each word of the mother language a foreign word. It exchanges words. The pupil understands his mother tongue? Yes, of course, but often in a very limited degree. Now, will the undeveloped idea, by mere exchanging of words, be more enlightened than by object teaching, where we form the ideas anew and present the object to the child in perhaps quite a new and different light? This point shows at once the superiority of the method in question over the old method as a means of natural development and education. Mr. A. H., University of Michigan, says, in his article in No. 86 of the WEEKLY, that this method is not pursued in Germany, and yet they "know French well and use it." "Non-commissioned officers cross-examined the French prisoners." You find even in the ranks of the common soldiers in the German army professors of gymnasiums and universities, and other men of high culture. No wonder that they are able to speak French; no wonder that a good many other men speak French well after they have studied it for eight years in gymnasium and university; no wonder that Heness, or Sauveur, or any other teacher, will reach the same and perhaps a better result in five or six years. After how many lessons will a class be able to go into a conversation on any object around? After two months study, according to "Heness'" method, and after three years' study at the gymnasium at Leipzig, according to the old method. I pursue the method in question in teaching German. I invite any one to come into my school and see facts that will prove what I have said on this subject. Does "Heness-Sauveur" not teach grammar? To be sure, but at the end of the course, not at the beginning. May the time come soon when languages, mother as well as foreign, shall be taught more in the way that nature shows us, viz: not to begin with grammar, but to end with it, and crown with it the whole work. P. IFFLAND.

MIDDLETOWN, O., October, 1878.

THE PRESIDENT"S CABINET.

To the Editors of the Weekly:

Will you allow a reader to suggest an article for your columns that will be highly useful to a large number of teachers. You may wonder that any are not informed upon the subject, but many are not, certainly. It is this, a clear statement of the duties of the different members of the President's cabinet, who are those members at present, and what office or occupations they held before being chosen as members of the cabinet. You gentlemen editors may smile, but perhaps if you were ladies you would be ignorant too in some such matters of government! A LADY READER, (of course.)

GREENVILLE, ILL., Oct. 22, 1878.

[We like the tone of our correspondent's letter, and are surprised that a lady who can write so well should be long in want of the information she seeks, particularly the first part of it. Any work on the U. S. Constitution, such as Andrews' Manual, or on the U. S. Government, such as Townsend's Analysis of Civil Government, will enlighten her as to the functions of the cabinet officers. To be at all satisfactory, would require us to quote at considerable length. However, if it shall seem that it would be an accommodation to many of our readers, we will willingly give space. A further call is awaited. As to the personal history of the members of the present cabinet, we hope to get an answer from some of our readers.—ED.]

"STAND ALONE."

To the Editors of the Weekly:

Yes, "stand alone;" do not use your text-books as crutches to support your tottering steps, else will all observers see your lameness. If not able to "stand alone," step down and out, and let some abler one take your place.

But because you are not to use the text-books as crutches, don't conclude that you are not to use them at all. Adopt some topical or outline plan, and then consult all the text-books you have on that subject to get the best thoughts of each. Use the text-books as prized friends and loved companions. Have them on your table at school, as many on each subject as you can obtain, and know them so well as to refer readily to any subject. Induce the pupils to use other books than the adopted ones. Let them use yours. Have these friends on your table at home and use them there. "Have opinions of your own," but know wherein these opinions are like, and wherein unlike the opinions of the authors whose books you have. S. C. B.

ELLIS GROVE, Oct. 28, 1878.

CHOICE THOUGHTS FROM RICHTER.

To the Editors of the Weekly:

"The human being is not formed to grow altogether upward like plants and deers' horns; nor altogether downward like feathers and teeth, but like muscles, at both ends once."

"The writing of one page excites the desire of learning more strongly than the reading of a whole book."

"Teach a child to reverence *all* life. Breathe a living soul into everything, calling even a lily the daughter of a fair mother who nourishes her child with sap."

"A diary about an ordinary child would be much better than a book upon children by an ordinary writer." S. E. WILTSE.

BOSTON, Oct. 10, 1878.

ANOTHER SOLUTION OF PROBLEM NO. 85.

[Although Prof. J. E. Hendricks presented, in No. 87, a clear general statement of such problems we insert the following solution of this particular problem.—ED.]

To the Editors of the Weekly:

I send you "solutions" of the Problems found on page 152, No. 85, Vol. 4, of your journal.

Prob. 1. Let x=A's land, and then $300-x$=B's land.

Also put y=price per acre of A's, and $y+\frac{3}{4}$=B's price.

By conditions, xy=\$300, and $(300-x)(y+\frac{3}{4})$=\$300

The last being reduced and 300 substituted for xy, we have $x=400y-500$,

But in eq. 1st, $x=\frac{300}{y}$, hence $\frac{300}{y}=400y-500$.

This equation reduced gives $4y^2-5y=3$,

a quadratic in which $y=\frac{5\pm\sqrt{(73)}}{8}$.

But as y is a positive quantity, $y=\frac{5+\sqrt{(73)}}{8}$

or, y=\$1.693+, A's price per acre, and $y+.75$=\$2.443+, B's.

Now as $x=400y-500$, $x=(1.693\times400)-700=177.2+$acres, and $300-177.2=122.8-$, B's number of acres.

VERIFICATION.

122.8−acres×\$2.443+=\$300.0004−, B paid
177.2+acres×\$1.693+=\$299.9996+, A paid

300 acres .75 600.0000, Both paid.

More decimals would come still nearer.

J. A. ROUSSEAU.

SAN BERNARDINO, CAL., Oct. 18, 1878.

THE BALL PROBLEM.

Four balls, each six inches in diameter, are placed in a pile, with three balls at the bottom, and one on top. Required the height of the pile.

SOLUTION.—Balls all tangent, distance between centers =6 inches in all cases. Join the four centers, forming a regular tetrahedron whose base is the equilateral triangle formed by joining the centers of the three lower balls, and vertex the center of upper ball. Each edge = 6 inches. Find altitude of this tetrahedron. Add to it the distance of base above the ground (3 in.) and distance from upper vertex of tetrahedron to highest point of upper ball (also 3 in). The sum will be the height of the pile.

TO FIND ALTITUDE OF TETRAHEDRON:—Base is an equilateral triangle, each side = 6 inches; find distance from a vertex of this basal triangle to center point of the same triangle. This will be the base of a right-angled triangle whose hypothenuse is the edge of the tetrahedron, and perpendicular is its altitude. To find this distance (from vertex to center point), bisect one side of the basal triangle with a perpendicular. Bisect also an adjacent angle. These bisecting lines will intersect at the center, forming a right-angled triangle, base 3 inches, adjacent acute angle = 30°. Hypothenuse = $\frac{3 \text{ inches}}{\cos. 30^\circ}$=3.46496.

Solving the upright triangle, altitude=$\sqrt{(6^2-3.46496^2)}$=4.898+ inches. Adding distance from ground to base (3 in.) and distance from center of upper ball to highest point (3 in.), and we have 10.898+inches=height of pile. D. L. B., Austin, Ill.

[Mr. J. A. Rousseau, of St. Bernardino, Cal., sends the same solution. Mr. F. Glafke, Jr., of Mendon, Mich., sends a very neat solution, using simply geometry. We try to make his solution plain, without inserting his figure.—ED.]

Circumscribe the equilateral base. The bisecting perpendicular is plainly $3\sqrt{3}$in. Prolong this bisecting line to the circumference. Here, then, are two intersecting chords, the rectangle of the segments of one being equal to the rectangle of the segments of the other. From this it comes that the prolonged portion of the bisecting perpendicular=$\sqrt{3}$in. This, together with the half of the bisected base (3 in.), forms a right-angled triangle. Adding the squares of these, and extracting the square root of the sum, we have the hypothenuse=$2\sqrt{3}$in. But this hypothenuse is the side of a regular inscribed hexagon=the radius of the circle=the distance from the center of the basal triangle to one of its vertexes. The final triangle then has $2\sqrt{3}$in. for its base, and an edge of the tetrahedron (6 in.) as its hypothenuse, giving for the altitude $\sqrt{36-12}=\sqrt{24}$=4.89+in. (Mr. Glafke makes an error, and gets 4.87+. —ED.), to which add 6 in., and the height of the pile is found.

QUESTIONS.

To the Editors of the Weekly:

The following problem has caused some discussion as to the correct answer; will you or some of your readers give a solution:

A train leaves St. Louis for San Francisco every morning, and one from San Francisco for St. Louis in the same way. A man leaves San Francisco on the Monday morning train and is six days in going to St. Louis. How many trains does he *meet*? J. P. B.

LA CROSSE, Wis., Oct. 22, 1878.

What is the greatest number of interior acute angles that any convex polygon can have? Why? H.

Educational Intelligence.

CHICAGO, NOVEMBER 7, 1878.

THE WEST.

ILLINOIS.—W. H. Lanning is attending the Law Department of the Illinois Wesleyan University.

Mrs. Larned, superintendent of Champaign county, has divided her territory into districts, for institute work. Each district has a monthly meeting. On the 28th ult. meetings were held at Fisher and Mahomet. These meetings were well attended and the time was spent in practical work. This move is one of the most sensible departures in educational matters that we have observed. If faithfully followed it will result in an amount of good that its most sanguine friends have not anticipated.

Paxton has 292 pupils in the public school. Charles M. Taylor is principal.

The teachers of Wyanet Township, Bureau Co., have organized for the campaign. We observe that Geo. P. Peddicord is a prominent figure in all the educational enterprises of his county. Teachers of all grades can derive great benefit from these associations, but they are of especial value to those young people who have entered the ranks without especial preparation and without any serious thought of remaining for any considerable time. In a dim sort of way they begin to feel that possibly there may be something in it beside "keeping school!"

The Centralia schools are under the supervision of Charles L. Howard, of the Illinois Normal, class of '76. There is a school population of 1,100, and an enrollment of 750 in the schools. There are one hundred pupils in the high school. One hundred and ten pupils take German on the Cincinnati plan, viz.: half the day in German department and half the day in the English. There are fourteen teachers, seven of whom have attended the State Normal, four being graduates. Mr. Howard is a man of unusual energy and pluck, and a teacher of decided skill. With a fair chance he will make schools of which Centralia will have cause to be proud.

Chenoa has 273 pupils in the public school. J. A. Miller is principal.

A correspondent asks for particulars concerning the annual meeting of the State Association. The executive committee consists of S. Pike, Jerseyville; James Hannan, Chicago, and Prof. T. J. Burrill, Champaign. The meeting, probably, will be held at Springfield during the holidays, although the committee has not made public its decision respecting the place. The fee is usually about two dollars.

From the Aurora *Beacon* we gather the following items as presented in the sixth annual report of the board of education; District No. 4: Estimated value of school property, $31,000; Salary of Superintendent (L. M. Hastings) $1,600; There are ten teachers employed, nine of whom are graduates of the high school. Of the eight graduates in 1878, six were born in Illinois and two in New York. The total number who have received diplomas is 95. The general health of the pupils has been good, not one death occurring in an enrollment of six hundred and ninety-two. Average number of pupils to a room, 51; in 1877 it was 47, in 1876, 51; total cost of schools in 1876, $7,872.07, in 1877, $7,992.61, in 1878, $7,298.61. In the East Aurora schools there were 2,077 pupils enrolled. W. B. Powell is superintendent; salary, $2,100; 98 pupils enrolled in high school. Whole number of persons in district between 6 and 21 years of age, 4,795; per cent of attendance, 93.8.

The teachers of Stephenson county held their annual institute at Dakota, Oct. 15. Prof. Wells, of Ogle county, was introduced by Supt. Krape as conductor of the institute. Seventy-five teachers were enrolled the first day. Prof. Wells lectured in the evening on "Egypt and her Pyramids." The next day 122 teachers were present. It was expected that Prof. Dougherty, of Peoria, would lecture in the evening, but as he missed connections at Mendota, Prof. Wells again entertained the members of the institute with a lecture—his subject this time being "The Schoolmaster Abroad." The next day Supt. Etter spoke on the school law, and in the evening gave a lecture on "Public Schools." The next evening Prof. J. Piper, of Chicago, delivered an earnest and stirring lecture. Home talent was well employed in the institute, lessons being given by E. R. Shepard, F. A. Cain, J. F. Kretzinger, F. T. Oldt, C. A. Carnefix, M. R. Chambers, Miss Julia Pickard, F. Y. Norris, Wm. Askey, F. P. Fisher, and J. H. Keagle, besides those before mentioned. One hundred and fifty-four teachers were in actual attendance. Thanks were given to Supt. A. A. Krape for his earnest efforts in behalf of the public schools of Stephenson county and much confidence expressed in his official conduct of educational affairs.

The Normal University was last week the scene of a very enjoyable affair. A few days ago the fact leaked out that President Hewett would see the fiftieth anniversary of his advent on the planet on Friday, and students and teachers determined to make the occasion a merry one. The President was kept in entire ignorance of the preparations. During the opening exercises the members of the model department quietly gathered near the doors of the assembly room. The usual spelling exercise was begun, but after the President had pronounced three or four words, Mr. Gillan, of the senior class, interrupted the exercises, the doors were opened, and the Model students filed into the hall. So successfully had the affair been managed that President Hewett had not received the slightest intimation of what was coming. Mr. Gillan, in behalf of the students, presented him an elegant gold-headed cane, accompanying the same with a speech which was decidedly unique, abounding in humor and good feeling. The cane bore the following inscription: "Pres. E. C. Hewett, LL. D. From the students of the I. S. N. U., Nov. 1, 1878." Before the President could respond, little Jessie Davis, of the primary room, came forward, and, in behalf of her mates, presented him a beautiful bouquet. He turned to make his double response, but was a third time interrupted by Mrs. Haynie, of the Normal department, who, as the representative of the faculty, held in her hand an elegant Bagster Bible. Mrs. Haynie's address was a model of delicacy and beauty, and was delivered with such evidences of feeling as to make it peculiary impressive. At last the President "got the floor." With a voice tremulous with emotion, he thanked the good friends for their thoughtful kindness on the day upon which he reached the "summit level" of life. He recalled the fact that, just twenty-nine years ago he began his career as a teacher, and since that day, with the exception of a few months, he had been engaged in the same work, and twenty years of the time in the Normal school. At the conclusion of his remarks, calls were made for other members of the faculty, several of whom responded,—Prof. Metcalf at some length and the others briefly. The occasion was peculiarly happy from beginning to end.

The Peoria Teachers' Institute will meet at the high school, Nov. 9. 9.30 A. M.—Primary Section.—Class Exercises in first year Arithmetic. Mrs. M. F. Bascom. Intermediate Section.—School Work, Miss Gertrude Oakford; Fourth year Arithmetic, Miss Eliza Z. Sloan. Grammar section.—Miss Alice Peters, Pestalozzi, Miss T. M. Spandau. 10:30 A. M.—General Association.—Necessity of Literary Culture, Miss S. A. Benton; Solo, Miss Helen Barlett. 11:00 A. M.—Address. Dr. Newton Bateman.

The Cook county teachers' association will observe the following programme at its next meeting. 2 P. M., Music Lessons for one month, by O. Blackman, Esq. 2:20, "The Physiological Basis of Education," by Sarah Hackett Stevenson, M. D., of the Woman's Medical College. 3:00, General Discussion—Subject, Matter and Methods of Teaching in the first three grades. Meeting will be held at Bryant & Stratton Hall, 79 to 81 State street.

MINNESOTA.—The telegraph company has constructed a connection with the astronomical observatory at Carleton College, Northfield, and presented the institution with a set of telegraphic instruments.

A Northfield student, who was given to impressive quotations of Scripture, while descanting upon the evils of novel reading concluded by saying that "The student who neglects his Greek or mathematics for Dickens, George Eliot, or Hawthorne, is but another Esau selling his birthright for a mess of *porridge!*"

The Mankato board of education levied the special tax for this year at about six mills. This is for maintaining schools, paying interest on bonds, and to meet $3,500 bonds falling due in July next. This makes the total tax levy for state, city, and school purposes, about 21½ mills.

MICHIGAN.—The fall series of institutes closed with the last week of Oct., during which four were held at Centerville, St. Joseph Co., Prof. E. Olney, conductor; Vicksburg, Kalamazoo county, Mr. and Mrs. Ford; Dubuque, Cass county, Sam'l Johnson, and Principal Estabrook; Petersburg, Monroe county, Prof. L. McLouth. The general feeling over the fall institutes is one of success, and that the system will stand. Some of them have been very large, as that at South Haven, Mich., numbered 130, and that at Benton Harbor, numbering about 120. Mr. and Mrs. Ford had 75 in the Ottawa county Institute at Berlin, Oct. 21 5

The number of students in the University at the close of October, compared with those enrolled in the several departments during the whole of last year is as follows: Literary, 435 against 365; Law, 380 and 385; Medical, 307 and 296; Dental, 56 and 43; Homœopathic, 56 and 73; Pharmacy, 69 and 69. New students continue to arrive in considerable numbers. Prof. Morris has been offered a place in the University of California, but will probably not accept. Prof. Hennequin, late of the University, will soon issue the first of a new series of text-books on the French. It will be a book of reading lessons. Prof. Charles Chandler, formerly principal of the Grammar schools in Grand Rapids, has been elected president of the Senior Law Class.

The State Teachers' Association will hold a session in Lansing from Dec. 25th to 27th, inclusive. Teachers, township superintendents, former county superintendents, citizens interested in educational work, and especially members of the state legislature, are earnestly requested to be present and take part in these deliberations. The following are the topics, as far as decided upon: "1. Are our rural and ungraded schools securing such results in the ordinary branches [illegible] them as might reasonably be expected? 2. Is it expedient to [illegible] studies now generally pursued in these schools, other topics [illegible] as United States history, natural science or natural histor[illegible] the elements of geometry? 3. Is an

undue amount of time devoted to any of the subjects now taught in these schools? 4. Is there any better or closer relation practicable between these schools and our graded schools? What can be done to secure greater permanency in the work of the common school teacher? Is a consolidation of the sessions of the school year practicable? Is pensioning practicable? Would higher wages do it? 6. What is the best practical system of supervision for these schools? 7. What are the best means to be used for improving the teachers of these schools?"

WISCONSIN.—The regents of the Wisconsin University have concluded arrangements with Prof. James C. Watson, the celebrated astronomer of Michigan, to take immediate charge of the chair of astronomy in the university, and also assume direction of the Washburn Observatory, which will be one of the finest equipped observatories in the United States when it is finished, which will be in the course of a couple of months.

From Supt. Westcott's annual report we obtain the following items respecting the schools at Racine: Number of children over 4 and under 20 years of age residing in the city, Aug. 31, 1878, 5,287; whole number in the public schools, 2,302; number of male teachers employed, 5; female, 38. The school houses in the city will accommodate 2,179 scholars; cash value of all the public school houses in the city, $57 000. Cash value of sites owned by the city. $17,000. Now in high school, 141; year before last, 85, including a preparatory class last year, 129. Certificates have been issued to 21 teachers. There are three rooms in the new building used for the high school and one for the primary department, cost, $7,425, which is a very low figure for so fine a building.

CALIFORNIA.—The State University of California, having experienced some severe cases of hazing, the Grand Jury has taken the matter in hand. The San Francisco *Chronicle*, alarmed at the rapid growth of what it terms a new importation, pronounces hazing nothing but hoodlumism in its worst and most offensive form, and urges the prosecution of the offenders in every case to the bitter end. It not only advises the expulsion of the offenders, but argues that in every case "the hazing ruffian should be sent ignominiously to jail."

OHIO.—Columbus sent a delegation of 104 teachers to the late meeting at Dayton of the Central Ohio Teachers' Association. There is not a city in Ohio which equals Columbus in the spirit with which its teachers attend associations.

Mr. C. L. Bauman, President of the Board of Education of Dayton, is complimented by our newspaper correspondent as being a handsome man.

In addition to the meeting at Warren on the 19th ult., as mentioned last week, a similar meeting in the interest of ungraded schools was held on the same day in Marysville, and was addressed by his excellency Gov. Bishop, Dr. Payne, Supt. Campbell, and Supt. Stevenson. These meetings are doing much good, and it is hoped will bring about some decided action by the General Assembly in favor of the ungraded schools.

COLORADO.—Senator Teller has presented the Greeley public schools with a bound copy of Hayden's Atlas of Colorado

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MISSOURI.—E. R. Carr, school commissioner for Andrew County, edits—not an educational column, in the *Andrew County Advance*, but *several* such columns, and teachers of that county will find material assistance in those columns.

INDIANA.—The Delaware County Educational Association will be held at the High School building in Muncie, on Saturday, Nov. 9. Programme of exercises. *Forenoon.*—Prayer, Music, Enrollment. "What should constitute a girl's education?" Mrs. McRae. Discussion. Opened by Edith Bryant. "Scholarship of the Teacher." O. M. Todd. Recess. Discussion opened by James Rector. "Requisites of Teaching," by D. H. H. Shewmaker. Miscellaneous. *Afternoon.*—"How secure the coöperation of Parents?" J. H. Montgomery. "Teachers' Wages." Dr. John Horn. Recess. Election of Officers. Report of Committees and Miscellaneous. A. W. Clancy will provide suitable music for the occasion.

L. G. SAFFER, Chairman Ex. Com.

THE SOUTH.

TEXAS—The *Inter Ocean* says that castor-oil has been introduced into the Texas schools as an instrument of torture. A teacher in Galveston compelled a boy to take a heavy dose as punishment for smoking, and rubbed castor-oil over a girl's lips for swearing. The punishment was effective, but the people swell with indignation, and pronounce it barbarous.

FOREIGN.

—The foundation schools of England are Eton, Winchester, Westminster, Shrewsbury, Rugby, Harrow, Charterhouse, St. Paul's School, and Merchant Taylor's School, the "sacred nine," as they have been not inaptly designated. They were founded within a period ranging from the close of the fourteenth century to the beginning of the seventeenth; from the reign of Richard II. to that of James I. Winchester, the earliest, is older by several generations than the Reformation, and the revival of classical literature in England. Eton, founded by Henry VI., half a century later, was modeled after Winchester. Westminster is one of the many grammar schools originally established in connection with the cathedrals and conventual establishments for which provision was made by Henry VII., after the dissolution of the monasteries, Harrow, Rugby, Shrewsbury, Merchant Taylors', and St. Paul's, are among the multitude of schools founded in the sixteenth century, either by grants of church lands direct from the Crown, or by private persons, generally of the middle class, who conscious of the up-hill fight they had had in childhood and early life, were determined to give to those coming after them the means of overcoming such difficulties.—*N. Y. Sun.*

—Fourteen thousand new books, containing twenty thousand volumes, were published in Germany in 1877 by ten thousand authors. The total number of copies was two million four hundred thousand, or one for every twentieth person in the empire. The eight million almanacs printed annually are not included in this computation. Statistics show that the new books are bought by only two per centum of the population, and herein is a curious phenomenon that a nation producing such an enormous number of books should buy, comparatively, so few, for at least half of every edition is unsold or is sold outside of Germany.

—The alarming rapidity with which short-sightedness is increasing among German students, formed the subject of a recent debate in the German Parliament. From extended observations made in the Gymnasia, it appears that the number of the short-sighted increases from 23 per cent in the first year to 75 per cent in the ninth or last year. The too frequent custom in Germany of forcing lads to study during the evenings, with insufficient light, in ill-ventilated rooms, is undoubtedly the main cause of this widespread evil.

—Prof. Max Muller has given $1,500 to provide a scholarship at the High School for Girls, Oxford.

—From Arden Holt's European letter to *Andrews' Bazar* we glean the following item: "I have already mentioned to you the North London Collegiate School for Girls, and the other day I was present at the laying of the memorial stone of the new buildings, which are to be worthy of a great educational establishment hitherto conducted in two or three adjoining private houses. We lay much stress on this particular school, because it is almost the first large public day school for girls where an education similar to that which boys would expect is offered them at a low rate. It was started as a private school by Miss Buss, who now still reigns paramount, although it is now under the jurisdiction of the board. It was a pretty sight, this ceremony of laying the stone. A marquee, almost identical in size with the large central hall, had been erected, gay with flowers. The master of the Clothmakers' Company laid the corner-stone, and also laid upon the table a check for 2,500*l.* The Princess of Wales has become patroness of the establishment."

MISCELLANEOUS ITEMS.

The "American Catalogue," now issuing by F. Leypoldt, New York, brings into juxtaposition for the first time the works and editions of authors whose books were previously to be found only by a long hunt through many publishers' or library catalogues. Probably no family has been so prolific as that of Jacob and J. S. C. Abbott and their sons. Jacob, in fact, leads all American authors in actual work, no less than 170 individual works, divided among seven publishers, being credited to his name, besides 32 jointly with his brother. J. S. C. has 27 of his own; and of the sons, Lyman, editor of the *Christian Union*, has 6; Edward, editor of the *Literary World*, 4, and Austin and B. V., the editors of legal digests, 14 works, in 84 volumes. T. S. Arthur, the temperance writer, counts just 100. William T. Adams ("Oliver Optic,") has 82, all but one, however, are on the catalogue of one house. A Sunday school writer, little known by her real name of Mrs. H. N. W. Baker, but better as "Aunt Hattie" and Mrs. Madeline Leslie," leads all in actual number of volumes, 206, but as many of these are tiny 32mos, it represents a less amount of actual work. There are 55 Browns entered as authors, of whom six are simple Johns, distinguished by place. But there are two John Browns of Edinburgh, the M. D. and the D. D.. Alice seems to be the favorite name in fiction, 57 titles beginning with that word. Over 60 editions of Bunyan's "Pilgrim's Progress" are entered, with translations in eight languages, and over 50 of De Foe's "Robinson Crusoe." Of Dickens' works there are no less than 24 editions, besides those of his individual books. Dumas' works are presented by different publishers, under a most remarkable masquerade of altered titles and combinations, but as a rule they are traced to the original book.

Charles Reade is 64 years old; Jacob Abbott, 75; Edmund About, 50; William T. Adams (Oliver Optic), 56; A. B. Alcott, 79; T. B. Aldrich, 42; Berthold Auerbach, 66; George Bancroft, 78; Robert Browning, 66; Carlyle, 83; S. L. Clemens (Mark Twain), 43; G. W. Curtis, 54; R. H. Dana, 91; Darwin, 69; Disraeli, 73; Hepworth Dixon, 57; Emerson, 75; J. A. Froude, 60; W. E. Gladstone, 69; Bret Harte, 39; J. G. Holland, 59; Dr. Holmes, 69; Julia Ward Howe, 59; Thomas Hughes, 55; T. H. Huxley, 53; George Eliot, 58; Longfellow, 71; Benson J. Lossing, 65; Donald G. Mitchell, 56; Max Muller, 55; James Parton, 56. Mayne Reid, 60; Renan, 55; Ruskin, 59; John G. Saxe, 62; Mrs. Stowe, 66; Tennyson, 69; Anthony Trollope, 63; Whittier, 71; Wilkie Collins, 53; Swinburne. 41; Wm. Black, 37; M. F. Tupper, 68; C. D. Warner, 49; W. D. Howells, 41.—*Exchange.*

Lowell, Mass., High School receives prizes for the best essay on "The true basis of temperance reform."

Amherst College is making an effort to purchase the restored mammoth which Prof. H. A. Ward has in his museum at Rochester, N. Y.

SPECIAL CORRESPONDENCE.

FROM DAYTON.

THE exercises of the Central Ohio Teachers' Association were opened, after prayer, by C. L. Bauman, Esq., President of the Dayton Board of Education, in a neat and hearty address of welcome. He remarked that Ohio, like the Roman mother, is pround of her jewels, and entrusts them to the hands of her faithful teachers. He hoped the deliberations might tend strongly to make those whom he had the honor to greet more skillful lapidaries.

When Prof. John Hancock, Superintendent of the Dayton schools, and President of the Association, was introduced, the large hall, with a seating capacity of over 600, was filled, exhibiting an array of pedagogical talent seldom witnessed in Ohio. Dr. Hancock, in his inaugural address, returned his thanks for the honor of being chosen to preside over the association, and discussed several topics of school reform. An abstract of the elaborate and able address would fail in justice to the gentleman, and we forbear, in hopes that it may be published.

Prof. Alston Ellis, of Hamilton, read an exhaustive paper against compulsory education. It was perhaps as able an argument against compulsory education as could be advanced, the author bringing fact, figures and fancy, to his aid. He held that crime and ignorance do not sustain the relation of cause and effect; compulsory education makes good subjects, not good citizens; school attendance in America is greater than in Prussia, where compulsory education prevails; that compulsory schools in America are inoperative. His weakest and most objectionable argument was that compulsory education would demoralize the schools by the introduction of "street Arabs." Although the sentiment of the convention was against him, Prof. Ellis was given close attention.

Prof. J. P. Patterson, of Washington C. H., replied to Mr. Ellis in an off-hand speech, without manuscript, and in an able address almost demolished the fanciful theory advanced.

Prof. H. P. Ufford, of Chillicothe, read a paper on "Pedagogical Delusions," full of humor and sarcasm. Among the delusions, he mentioned that teaching is not deemed a profession; that education decreases crime; that teachers must break the will, the spinal column of the mind, is wrong; and lastly, the delusion that normal schools turned out ready-made teachers. However, he failed to include the notable delusion of the pedagogue who wrote the paper, as to the superior happiness of celibacy. But before he gets out a new edition of his "Delusions" his eyes may be opened. Who knows? Both Mr. Ellis and Mr. Ufford, obeying their iconoclastic spirits, took away from the educator some of his best incentives to work, and left him following a dull, hard track, with only selfish personal motives to urge him to progressive study.

Prof. J. P. Carmichael, of Springfield, Ohio, discussed the paper for a short time, when the association adjourned till Saturday morning at 8:30 o'clock.

In the evening the teachers were present in Young Men's Christian Association Hall, by request, to listen to a rehearsal of the Dayton Philharmonic Society, who sang portions of the "Creation," "Messiah," solos and duets. The singing was good, and of a high order, particularly the solos.

The association adjourned to meet at 8:30 o'clock Saturday morning, yet it was past nine o'clock when President Hancock called the convention to order.

Mr. L. D. Brown, of Eaton, read a paper on "Literature in the Public Schools," urging more regard for the kind of, and system in, the reading of children, and advocated some method by which the children should be taught to think clearly and correctly, and express themselves on paper. He favored a catalogue of books for pupils, that they may read up special branches, as the atmosphere, ocean, or climate, in physical geography. He referred to the destruction of the Ohio school library, and closed with urging the teachers to endeavor to establish libraries for themselves and in the schools.

Prof. E. H. Cook, of Columbus, in discussing the paper, said that if but one language could be studied well, that should be English, and that a thorough knowledge of the mother tongue was far preferable to a smattering of three or four others.

Superintendent Campbell, of Portsmouth, read a scholarly paper on "Ethics in the School-room," which commended itself to all for the temperate manner in which delicate matters were handled, as well as for its elegant English. The discussion of this paper by Prof. Weston, of Yellow Springs, could not certainly be complimented for the first of these merits, although his speech was an able one.

One of the most admirable papers was by Miss Jane W. Blackwood, Principal of the Dayton Normal School, on "The Discipline of Teaching." She spoke of the two opposite ideas, that teaching is the hardest thing in the world, and that it is the easiest thing in the world. She rebuked those teachers who, matrimonially inclined, do not desire to be known as teachers in society. She held that teaching fitted woman for wife and mother, and cultivated hope and patience in a large degree.

State School Commissioner Burns followed in a characteristic humorous address upon the subject, and held that what strengthens certain qualities in the pupil does the same for the teacher. This closed the literary part of the programme. All the papers and discussions evinced careful preparation, and exhibited the interest which the true teacher has in his work, and all who attended this session must go home reinvigorated for their school duties.

The miscellaneous business of the association was next attended to. E. H. Cook, of Columbus, was elected President of the association next year; M. S. Campbell, of Portsmouth, Secretary; Miss Jane W. Blackwood, of Dayton, Vice President, and L. D. Brown, of Eaton, Chairman of the Executive Committee.

Resolutions of thanks were returned to the President, Young Men's Christian Association, Philharmonic Society, railroads, citizens and hotels of Dayton, and the Manager of the Soldiers' Home. County supervision and a State Normal School were indorsed in a resolution, as follows:

That while we recognize in the county institute and private normal school an efficient means for the better qualification of teachers, the establishment of a State Normal School, thoroughly equipped with all the modern improvements and appliances of education and art, and manned with the best teaching talent in the state, in which school young teachers may not only learn the true science of education, but may have an opportunity of practicing the best methods of teaching in all grades of schools, is a necessity which ought not, and *cannot* with impunity long be neglected by the teachers and legislators of Ohio.

That while the experience of the last twenty-five years has increased our love for our noble system of common schools, it has greatly strengthened our conviction of the necessity of a judicious system of county supervisors.

The association adjourned to meet at the call of the Executive Committee, and one of the most profitable sessions of the Central Ohio Teachers' Association was at an end. It will convene next year either in Columbus or Xenia, but the election of Prof. Cook for President probably means Columbus.

It is sufficient and just to say that Dayton can be proud of her hospitable citizens.

X. Y.

DAYTON, O., Oct. 26.

PENCILINGS AMONG THE SCHOOLS.

OAK PARK—RIVER FOREST—MAYWOOD—ELMHURST.

We had the pleasure of spending half a day in the Oak Park public school last week, B. L. Dodge, Principal. Oak Park is about eight miles from Chicago, on the Iowa Division of the C. & N. W. R., and is one of the most attractive of the many suburban villages of the great city. Its public school comprises eight grades below the high school. These are all to be found in the central building, but the first four grades are also maintained with the same thoroughness and accuracy at Ridgeland, a half mile or more east. This branch school is under the care of Miss Sarah Lewis, a very thorough and accomplished teacher. In the high school department there are between forty and fifty pupils. The first and second grades are under the charge of Miss Mary Lewis, whom we saw instructing the little ones according to the true spirit of Frœbel, supplied with such occupation material and other aids as the notable generosity of the school board has supplied, at the recommendation of the principal. We spent considerable time in this room, and saw no mistakes made by the teacher, and nothing but cheerfulness and delight on the part of the children, seventy or eighty of whom were in the room, every one pleasurably engaged, either in class or at his seat. The third and fourth grades are under the charge of Miss Dora Woodruff. She also has a large school, and probably the most difficult to instruct. Miss Woodruff is earnestly and successfully at work, and is evidently a growing teacher. The fifth and sixth grades are taught by Miss Griffith, the seventh and eighth and the high school grade by Principal Dodge and Miss Emily Wright. Miss Buhre assists an hour or two in the grades, and then devotes the remainder of the day to teaching writing in the different rooms, an arrangement worthy the notice of other principals. All departments of the school are in good working condition; a spirit of kindness, good order, and promptness prevails throughout the school, and it well deserves the reputation which it bears—that of being one of the best schools in Cook County. The salaries paid are liberal, ranging from $500 to $750 for the assistants, and $2,000 for the principal. Of course the teachers in such a school are all subscribers to THE EDUCATIONAL WEEKLY.

The Harlem school is situated a little more than a mile west, in the village of River Forest. It has a good two-story brick building, in which two teachers are regularly employed, Mr. Homer Bevins as principal, and Miss Dell C. Knapp as assistant. Mr. Murray, from the South school, southwest of Oak Park, teaches here two hours in the afternoon. The school is not large, many pupils going from this district to the Oak Park school, but it is a pleasant school, and under Mr. Bevins' management is gradually improving. A noticeable feature here is the Anti-Slang Society, which holds occasional public exercises, officered and conducted entirely by the pupils. In this all are interested, and the programmes of exercises provide for such declamations, compositions, etc., as are usually made obligatory by the principal.

At Maywood, Mr. N A. Barrett is principal. In the main building he has one assistant, Miss Louisa L. Finn. On the north side of the track, about a mile from the main school, Miss G. W. Merrill has a school of nearly forty pupils. The total enrollment is 150, forty-seven being in the higher department. Everything here seems to be pleasant. We heard one recitation—in mental arithmetic—and all the class had the lesson well prepared, which is a good indication.

The public school at Elmhurst, sixteen miles west of Chicago, is not in a very prosperous condition. A. M. Ballou is principal; he has one assistant; both are good teachers, but there are so many discouragements to persistent effort that Mr. Ballou does not feel satisfied with the prospects. The sectarian schools draw away most pupils as soon as they are old enough for confirmation, and the citizens seem to have but little pride in a first-class public school.

The German Lutheran College, situated here, is in a prosperous condition.

A very fine large building was dedicated Oct. 31. There are three departments in the institution—one for those young men who wish to prepare for the ministry, one for such as intend to become teachers in parish schools, and the third for any who desire a more liberal education, or to prepare for business. The theological course is preparatory to the seminary near Marthasville, Mo.; the full course comprises four years at Elmhurst, and three at Marthasville. The normal course covers four years also; it aims to advance the teacher-pupils far enough in English to fit them to teach in public schools if they wish to. In the preparatory department there are 46 students; in the normal, 31; and in the commercial, 17. The faculty consists of six teachers, of whom Rev. P. H. Meusch is Inspector, or President. In its present character the college was opened in 1872; before that it was chiefly a theological seminary, which gave way in 1872 to the one opened in Missouri. The grounds cover 29 acres; there are three buildings, two of brick and one of wood.

W.

IS COEDUCATION EXPEDIENT?

President L. C. Seelye delivered an address before the Connecticut State Teachers' Association Oct. 17, in which he discussed the collegiate education of women, concluding as follows:

"Has our experience shown that it is expedient to open colleges exclusively for women? In the three female colleges now there are more women pursuing courses of study than there are in all the colleges where coeducation has been allowed. Where are the scores of students who, we were told, were anxious to enter the male colleges as soon as the doors were open? They are at Vassar, at Wellesley, and at Smith College. They prefer colleges established and conducted for themselves, as the young men do. Most of the very few young ladies now studying in male universities are from towns where the universities are situated, or they are relatives of members of the faculty. In all they are not so many as the members of Smith College's first class. Newspaper accounts show that hazing and disorderly conduct are just as prevalent in colleges where women have been admitted, and where it was said that the presence of women would prevent such actions.

"I do not believe that coeducation will be attended with any gross immoralities, although the result in countries where coeducation has been practiced for a long time is not pleasant or encouraging. I was told that in a certain college there was a heavenly state of things,—that the girls and boys paid no attention to each other, but attended to their studies. Soon I heard that in this college the sophomores were indignant because the girls wanted to attend with them a class supper in a hotel until 2 o'clock in the morning. But the girls didn't seem to see any impropriety in attending."

The speaker referred to the practice in a Western college of girls receiving young men—classmates—in their own room, without any supervision. Also to the results of coeducation in another Western college, where a young man and a young woman would go hunting together, she carrying the gun and he the bag. A lady who consulted him about placing a niece in Smith College said she knew the dangers of coeducation. The antagonism inevitable in such cases necessarily took something from woman which she could never regain. "I believe," said he, "that all sensible parents will choose to send their girls to institutions founded for and adapted to themselves, where careful study of their needs has resulted in a system which will develop what is best in them, and deprive them of no good and womanly quality. Princely gifts are continually coming to such institutions, and in a short time they will be as comprehensive and able as any established for men." The speaker closed by eulogizing woman and her part in life: "If she is the power behind the throne," said he, "then that power should be made as intelligent and as refined as possible. No advantages which can aid her perfect intellectual development should be withheld from her, or made hard for her to obtain."

SHORT WORDS AND SHORT SENTENCES.

IN teaching composition writing let us insist upon our scholars' using short words and short sentences. Short words are the most easily understood the most expressive, and the most forcible. The same may be said of short sentences. It is hard work to teach some of our lower classes to read properly. The difficulty frequently is that the selections contain sentences so long and involved that the scholars can hardly read them without getting out of breath. Not long since the writer was examining a pupil in analysis. The pupil was required to write a composition. She was then required to analyze the first sentence. She found considerable difficulty in the attempt, and finally said she was not used to analyzing such long sentences. "But it is one of your own sentences, isn't it?" "Yes, it is." She was advised to re-write her composition, and break up her long sentences into short ones, so that she could analyze them. The result was an interesting composition. If teachers will take some of Wm. M. Evarts' long, involved sentences, and contrast them with some of Dickens' or Victor Hugo's passages made up of short, simple sentences, scholars will be able to appreciate the difference.

Some veteran newspaper man, in giving advice to contributors, told them for one thing, to revise their manuscripts and cut out nine-tenths of all the adjectives. Good advice to young writers is to break up every compound or complex sentence into simple ones.

A school history of the United States has recently been published, that is all the more interesting because short sentences prevail all the way through it.

B.

Prof. Barbour, of Yale, told the Connecticut Teachers' Association, the other day, that not every dull recitation is to be laid to the charge of the scholar. The teacher, the school committee, the town, or some one else away out in the domain of secondary causes, may be chargeable for the failure. The teacher should be the head of the school in good spirits as well as good conduct. Let every teacher try it. Begin the school as if you had just heard good news and took pleasure in imparting it, and keep this up all day. Those whom we teach have a right of an intellectual handling of the mind and inviting it to study. The powers of the mind in learning are, first, detecting difference; second, observing sameness; and third, retaining what is seen. These, however, caunot be exercised all at once, and yet how often are the retentive powers put to work, while the observative and discriminating powers are kept standing idle. The heedless handling of the mind is not yet over with. I maintain the right of the taught to such a quality in the teacher's character as will command their respect. The one who is in charge of the mind to lead it into knowledge will only fail, if at every turn of the way, he cannot show himself the master. If a teacher fails in trying to explain a study to his pupil, he instructs that pupil no longer. If the narrow and selfish mind is discernible, the taught see it as soon, yes, sooner than the others. "Let no man despise thee," was Paul's advice to Timothy. The taught have a right to the absence of a suspicion of questionable proclivities in their teachers. How are the taught to be led into doing, if the teacher balks at the alphabet of the lesson? There is a hidden truth which makes the taught perceive the worth of his teacher. Knowledge itself is an instrument merely, and as ready to serve wrong as right. What is wanted is a training that will operate upon habit. The school is emphatically a great training school of manner, in perseverance, in punctuality, in veracity. There is an ethical training in the very discipline of the school. Moral harangues need not be frequent. Not the seeming, but the being is the hidden force that compels the taught to own the genuine worth of the master.

VOICE OF THE PRESS.

STIMULATE YOUR PUPILS.—Teachers should be judged as far as possible not by the amount of knowledge which they seemingly impart, but by the efforts which they induce the child to put forth for himself in acquiring knowledge. To teach is not to simplify every step until there is no real work for the child, neither is it to lecture to the class, displaying the immense knowledge of the teacher. It is rather to arouse, excite, stimulate all the activities of the child's mind, so that the acquirement of knowledge through study and investigation becomes a source of pleasure. If you would keep a bright scholar out of mischief, give him enough to keep him busy. If you assign him no harder task than you do scholars of average talents, how is he to employ himself except in mischief?—*Central School Journal.*

Teaching is a business to grow into, nor can it be well done unless it is loved by the doer. Adopted merely for the sake of stipend, degraded to a mechanical routine, made only an affair of text-books and formal recitations, never getting beyond a drill of classes, the term time all too long, and the vacation all too short, the monotony varied only by quarrels with committee-men and controversies with fault-finding parents, teaching under such pitiful conditions and limitations may well wear out the nerves and dwarf the character and turn the school-keeper not only into a machine, but into a machine constantly disordered. The distemper of discontent is contagious, and reaches from the desk of the principal to the desk of the pupils, until what should really be a delightful occupation both for the teacher and the taught, becomes a weariness to all the soul which either has left.—*N. Y. Tribune.*

Though certain boys would, no doubt, under all circumstances, prefer the dime novel, because it is adapted to the preconceptions and ambitions of their class, a good many boys certainly read the dime novel simply because they can afford to buy or hire it. They would appreciate and prefer better books if they could obtain them. And in this fact there is surely a reason why efforts should often be made to form public libraries duly furnished with books for boys.—*Pittsburg Commercial Gazette.*

Just before the public schools in New Haven closed for the vacation, a lady teacher in one of the departments gave out the word "fob" for her class to spell. After it was spelled, as was her custom, she asked the meaning of it. No one knew. The teacher then told the class she had one, and was the only person in the room that did. After a little while a hand went hesitatingly up. Teacher—"Well, what is it?" "Please, ma'am it's a beau."—*Danbury News.*

METRIC MEASURES AT NOMINAL PRICES.

By an oversight the address of the Metric Bureau was not given last month with the article offering certain metric measures, publications and apparatus at a nominal price. Those who chanced to know that the writer was the secretary of the Metric Bureau and what its address was, were prompt in improving the opportunity. We give below an additional list of articles under the offer and refer our readers for the preceding offer and explanations to No. 83, of the WEEKLY, page, 125.

11. French spring pocket-tapes, 1m. long, 60c; 10 at 45c.

12. French spring pocket-tapes 1½m. long, $1.00; 5 at 70c.

13. Half-meter stick, L. W. 10, . . . 18c; 50 at 7c.

14. Heavy five-fold meter, L. W. 9, . . . $1.70; 15 at 60c.

15. Metric Manual, 40c; 50 at 15c, post free. Not over 3 to one person.

16. Thompson's Metric System. Published by Clark & Maynard, N. Y., 25c; 20 at 10c, post free.

17. Barnard's Metric System. Published by D. Van Nostrand, N. Y., $3.00; 5 copies at $1.00.

18. Frazer's Metric System. Published in Philadelphia. Two folding charts 20c; 100 copies at 5c.

19. Documents. A selected package of the best metric pamphlets and circulars up to $1.00. Designed specially for enclosing in letters and distributing personally. Post free for 20c.

20. Chart 2. The large chart on cloth, $3,00; 20 copies at $1.00; —on map rollers, $2.00; 20 copies at 75c. Postage either style, 12c.

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